

# Preparing Teachers for A Diverse Student Population: Framing the Issues

**Aída Walqui**

Director, Teacher Professional Development Program

WestEd

[awalqui@wested.org](mailto:awalqui@wested.org)

[www.wested.org/qtel](http://www.wested.org/qtel)

IACTE Collaborative Plus Conference

Des Moines, September 28, 2007

# An Ever Shifting Context

- Increasingly demanding standards for student performance
- Higher costs of not achieving an education
- Understanding of literacy has evolved, now it is the development of multiple literacies and collaboration
- A complex demographic map, with a wide variety of English Language Learners, big gaps
- Schools under pressure from external accountability measures
- Tensions in the understanding of teacher education, development and expertise

# Almost half of the urban areas with 1 million+ immigrants are in the US



# Demographic Impacts

---

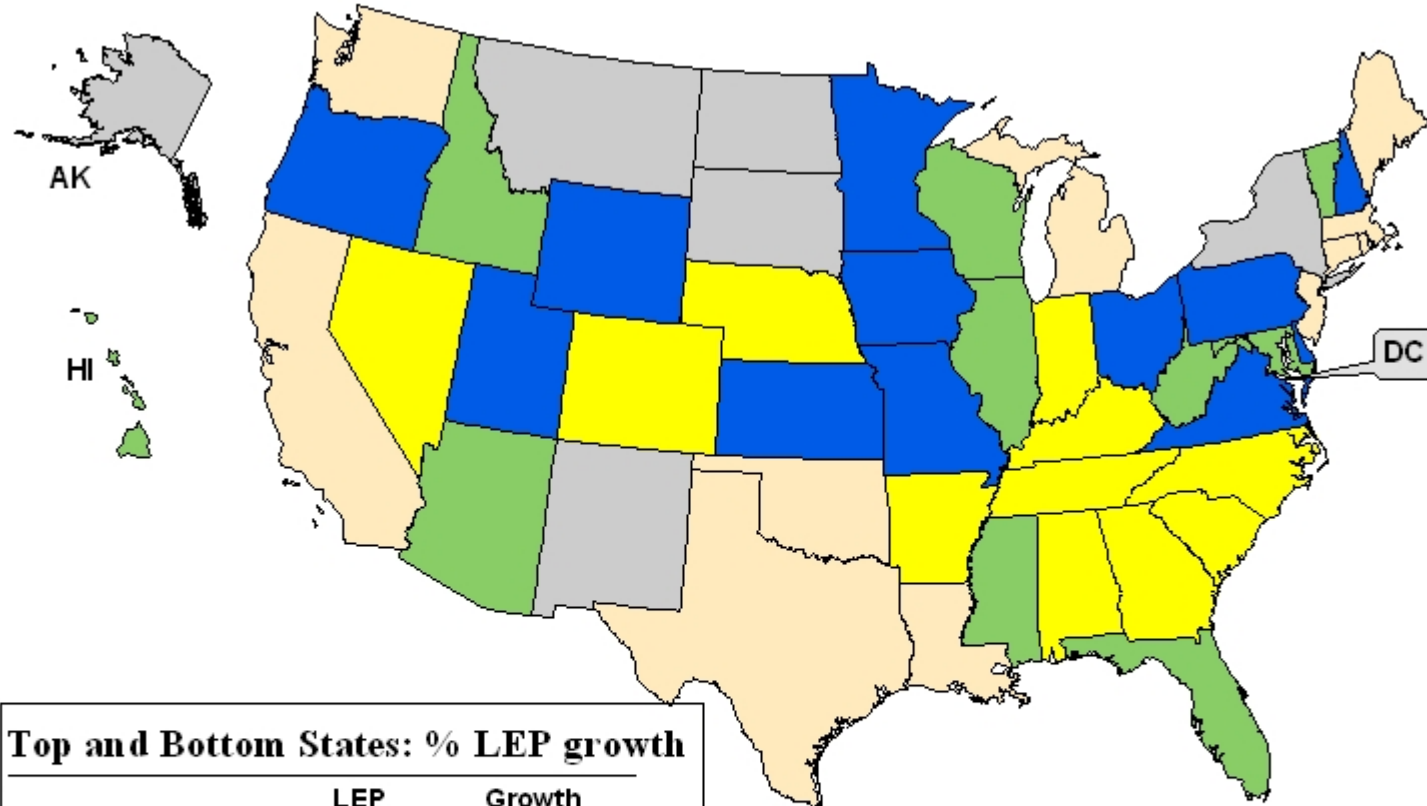
## Immigrants are ...

- 1 in 8 US Residents
- 1 in 2 New Workers in 90s

## Children of Immigrants are ...

- 23% *All* Children
- 30% *All* Low-Income Children
- 75% *Are* US Citizens

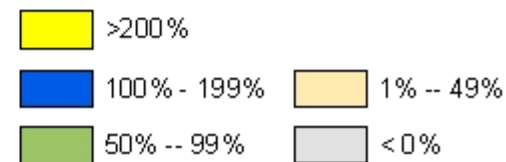
# ELL Students in US Schools, Growth between 1995 and 2005



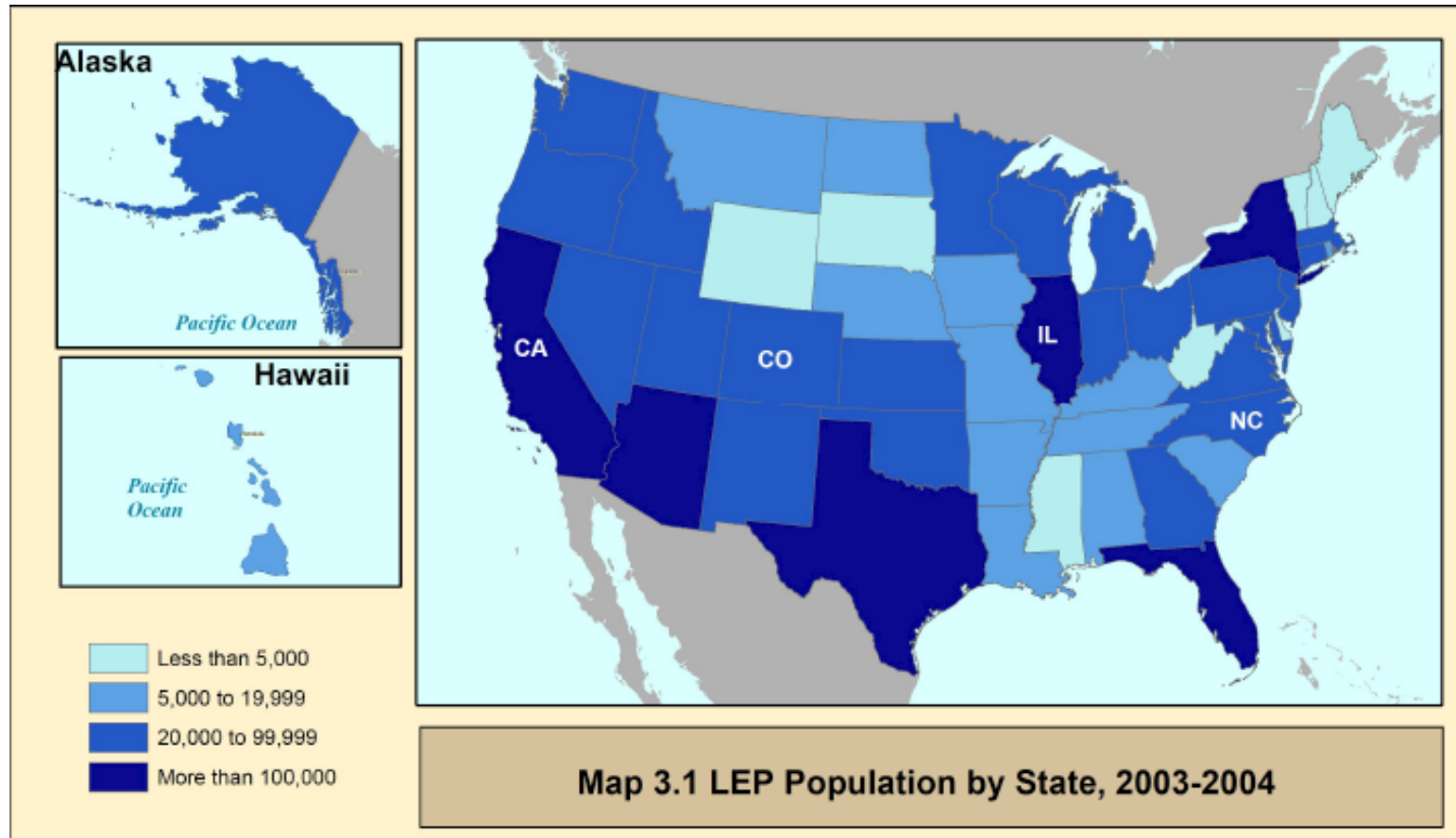
**Top and Bottom States: % LEP growth**

	LEP (2005)	Growth 1995-2005
Kentucky	11,181	417%
Indiana	31,956	400%
South Carolina	9,471	372%
...		
South Dakota	5,847	-31.3%
Alaska	20,140	-32.7%
North Dakota	4,749	-44.3%

**Pct. growth 1995 - 2005**

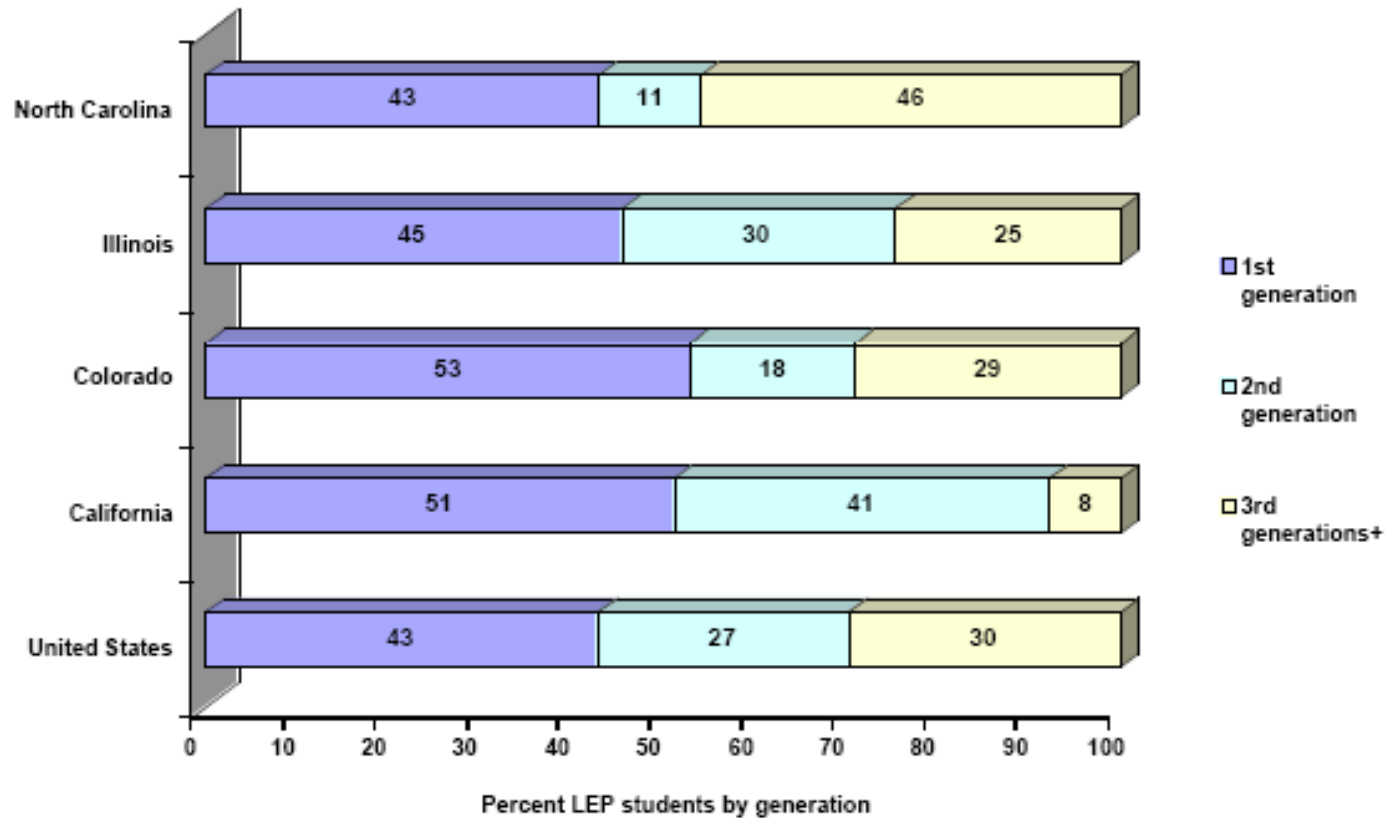


# LEP population by state, 2003-2004



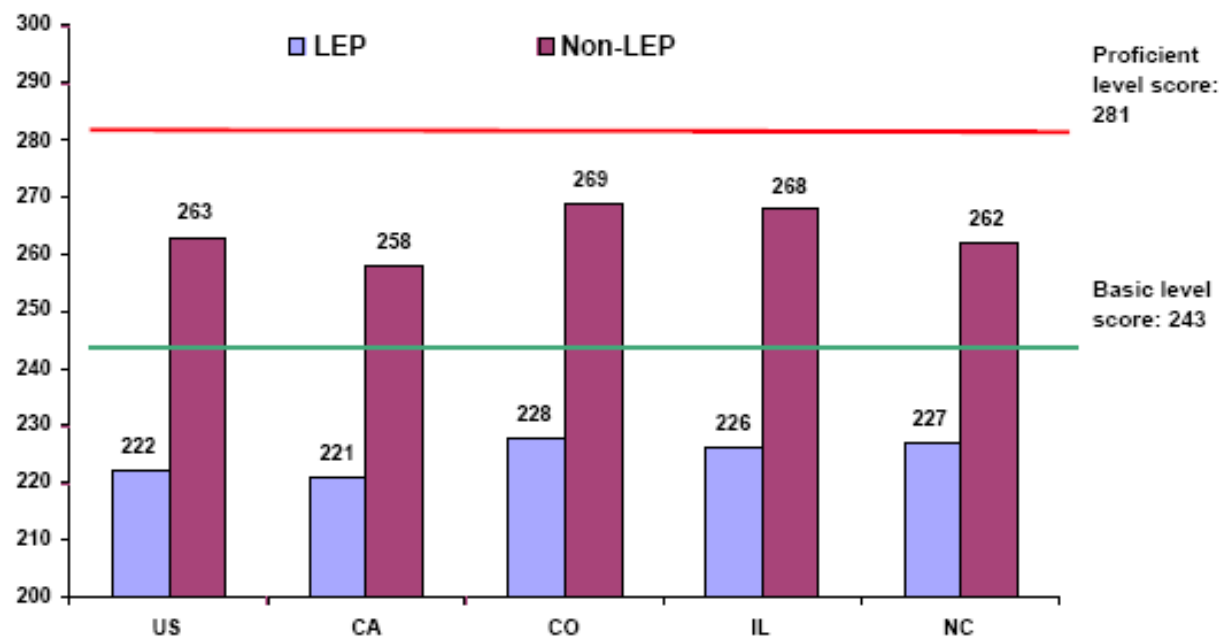
Fix and Batalova, 2005

# More LEP adolescents are native than foreign born



Fix and Batalova, 2005

# Average scores of 8th graders in reading by English language proficiency and state: 2003



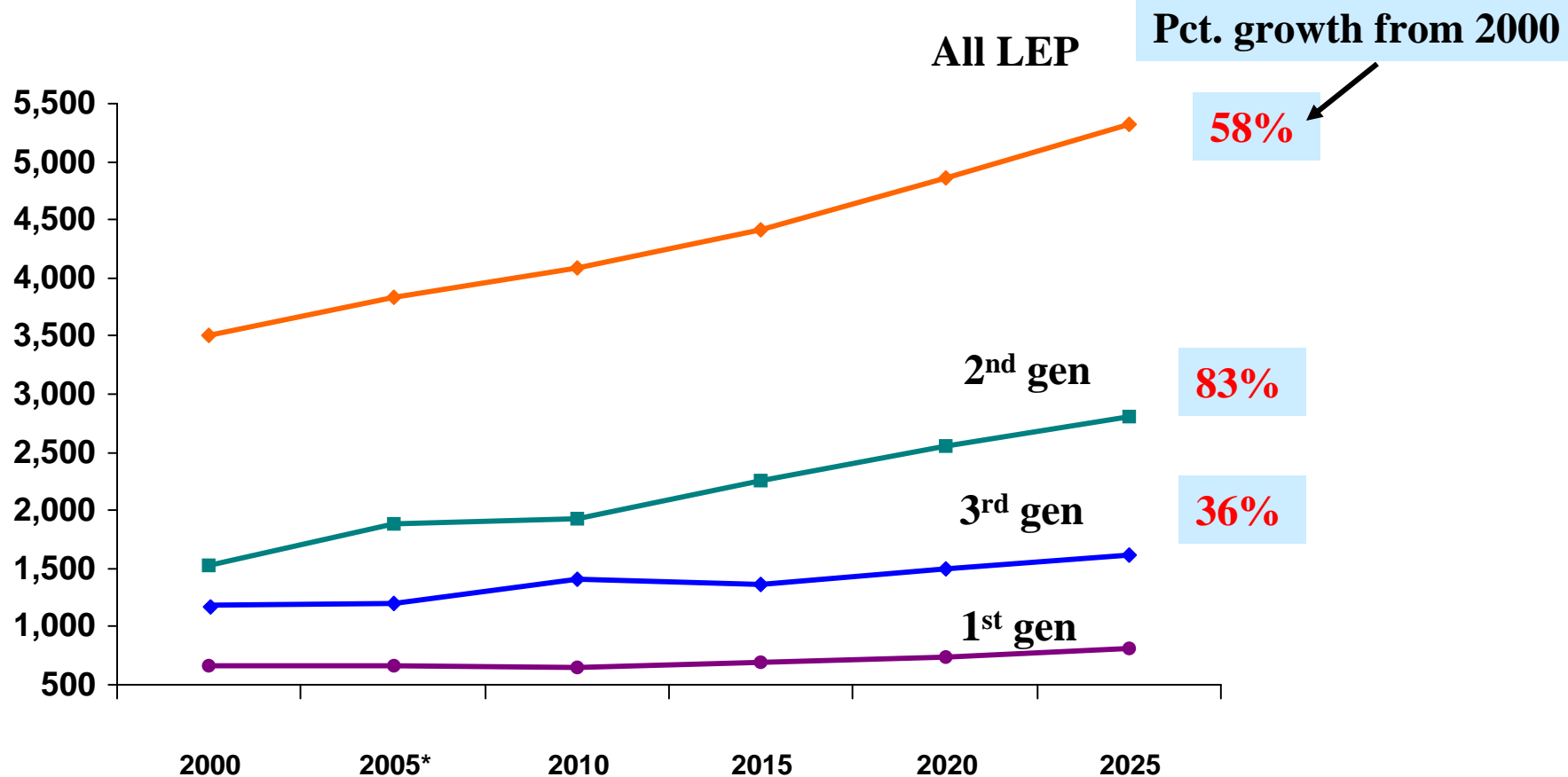
NOTE: Average reading scores are reported on a 0-500 scale. The scores of non-LEP students in each state are significantly different from that of national score except for North Carolina. The test of statistical significance is not possible for LEP population due to small numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessments.

Fix and Batalova, 2005



# LEP Children Ages 5 to 17 by Generation Projected Growth: 2000 to 2025

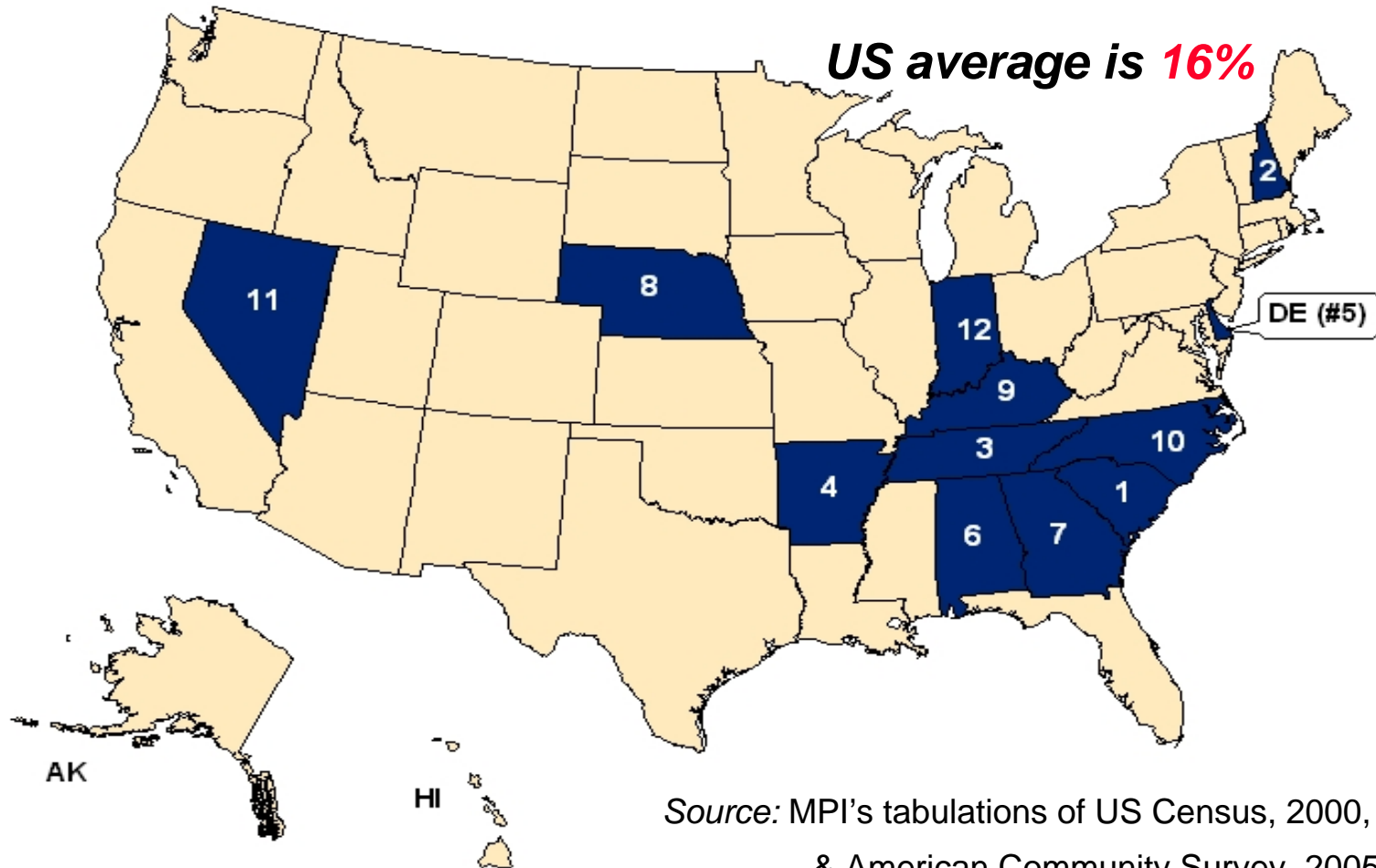


Source: Jeffrey Passel, Pew Hispanic tabulations from Census 2000

# States with the Fastest Growing Immigrant Populations (2000-2005))

**12 states with 30% + growth**

**US average is 16%**



Source: MPI's tabulations of US Census, 2000,  
& American Community Survey, 2005

# What are other demographic changes that are relevant to your job?

Please take 2 minutes to think about 2 important changes that impact your professional life.

Do a round robin at your table. RR rules:

- 1 person speaks at a time
- Nobody interrupts
- If you have no new ideas, reiterate presented ones
- Activity does not stop until all members of the table have had their say

# The goal: quality instruction with all students: QTEL principles

- *Sustain **Academic Rigor** in teaching English Learners*
- *Hold **High Expectations** in teaching English Learners*
- *Engage in **Quality Interactions** with English Learners*
- *Sustain a **Language Focus** in teaching English Learners*
- *Develop **Quality Curricula** in teaching English Learners*

# 1. Sustain Academic Rigor in teaching ELLs

- Promote deep disciplinary knowledge
  - Develop central ideas of a discipline
  - Establish the complex relations that exist between central ideas
  - Sustain a focus on central ideas and depth of knowledge
- Require higher-order thinking skills
  - Lead students to combine facts and ideas to synthesize, evaluate, generalize
  - Lead students to solve problems and construct new meanings and understandings
- Develop substantive, generative concepts and skills, and teach students to support thinking with evidence
  - Lead students to construct explanations and arguments in the discipline

## 2. Hold High Expectations in teaching ELLs

- Engage students in tasks that are high challenge and high support
  - Use tasks that are academically challenging and engaging
  - Provide scaffolds that facilitate student engagement in intellectual tasks
  - Provide varied entry points for instructional tasks
  - Promote apprenticeship and increased participation over time
- Engage students in the development of their own expertise
  - Act on the belief that all members of class community can achieve
  - Foster a climate of mutual respect that contributes to the achievement of all
- Have clear criteria for high expectations
  - Be explicit about the criteria for what constitutes quality performance
  - Be clear with students that it is necessary to take risks and work hard to master challenging academic work

### 3. Engage in Quality Interactions with ELLs

- Engage in sustained, deep interactions to build knowledge
  - Dialogue between teacher and student and between peers is sustained and builds on the participants' ideas to promote improved understanding of concepts
  - Dialogue involves the exchange of ideas and is not scripted or dominated by one party
- Jointly construct knowledge mediated through language
  - Talk is about the subject matter of the discipline and encourages reasoning, application of ideas, argumentation, forming generalizations, and asking questions

## 4. Sustain a Language Focus in teaching ELLs

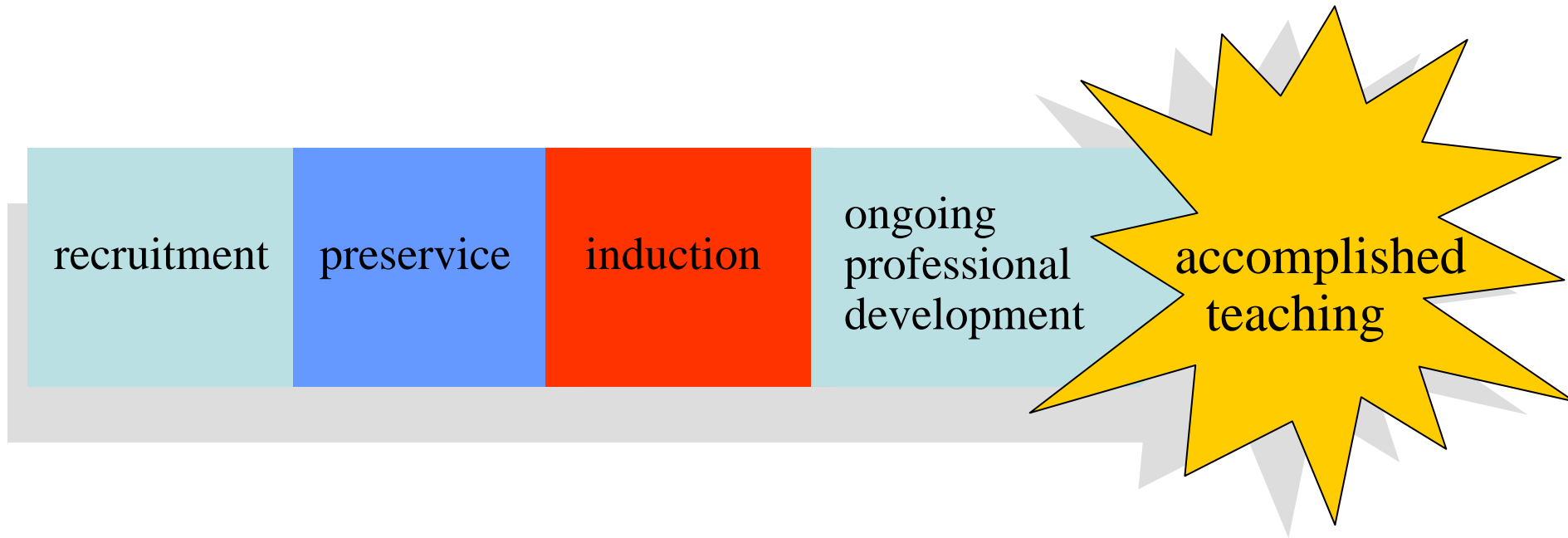
- Explicitly develop disciplinary language
- Explicitly discuss how language works (purpose, structure, and process) and the characteristics of language, texts, and disciplinary discourse
- Amplify rather than simplify communications



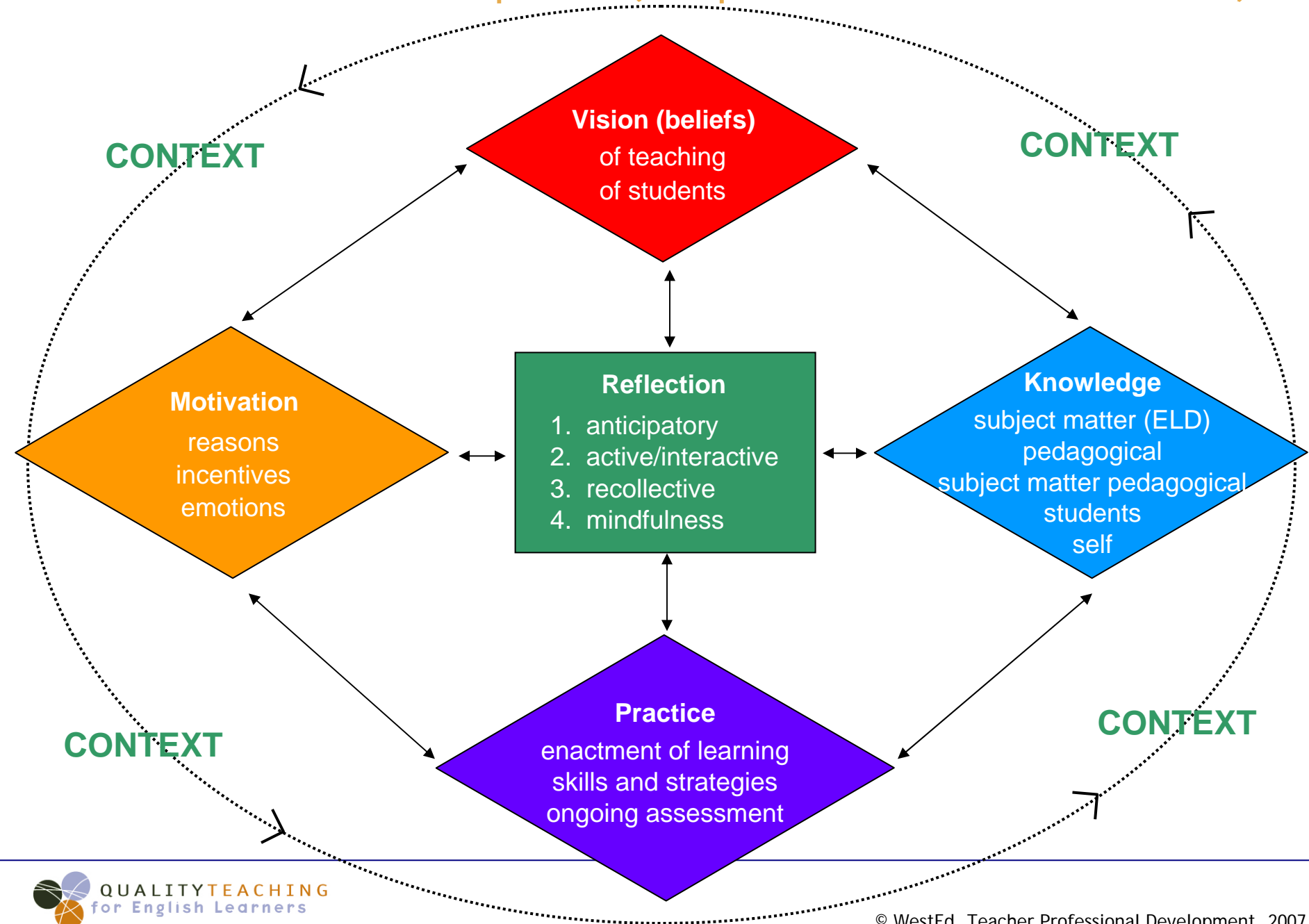
## 5. Develop Quality Curricula for teaching ELLs

- Curricula have long term goals which include benchmark moments
- Curricula are problem- based and require knowledge construction and sustained attention beyond a single lesson
- Curricula spiral to increasingly deepen student understanding of concepts, language and skills, and enable students to move from ambiguity to increasing clarity
- Curricula weave knowledge in ways that interconnect the world of ideas to the student's reality and that of the world around him /her
- Curricula build from the students' linguistic and cultural knowledge and group identity

# Development of Teacher Expertise



# Domains of Teacher Expertise (Walqui, 1997 after Shulman, 1995)



# What is the role of teacher preparation programs in the development of teacher expertise?

To build:

- a robust vision of what is possible in education with the understanding that excellence is always situated in the particular
- generative subject matter knowledge, pedagogical knowledge, and pedagogical subject matter knowledge
- reflective practitioners
- an understanding that theory is essential for educators
- generative skills so that teachers can become ethnographers of their reality to be able to respond to it contingently
- the ability to collaborate across a variety of groups for multiple purposes with the goal of improving educational offerings

## Perspective teachers learn their craft by participating in collaborative activity



This enables them to understand the power of collaboration, and the language and pedagogy necessary to implement tasks. Activity also builds the base for pedagogical reflection



# One useful new idea and one question

- Think about this first presentation. Jot down one new idea that you can use in your classes. Indicate how you may use it
- Jot down a question you may like to explore.